**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher: Evangelista** | | **Grade: 3** | | | **Date(s)**: Aug. 28-Aug. 29 |
| **Unit Title: Prove It!** | | | **Corresponding Unit Task: Task 1--Text Evidence Organization** | | |
| **Essential Question(s): How do readers use textual evidence to help answer questions?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Text Evidence Anchor Chart**    **Brainpop.com—Ben Franklin video**  **Keep the Lights Burning, Abbie by Peter and Connie Roop**  **Text Evidence Graphic Organizer #1**  **Writing Paper**  **Pencils**  **Journals**  **Text Evidence Rubric**    **Reading Connection book**  **Leveled reading passages** | | | | **Citizenship**  **Responsibility**  **Lighthouse**  **Text Evidence**  **Informative**  **Noun**  **Audience** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Reading**  **Standards:** R.L.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently (also Social Studies 3.C.3  3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community’s natural environment  **I Can Statement(s**): I can use text evidence to help answer questions.  **Instructional Plan:**  **Day One:** Teacher reads Keep the Lights Burning, Abbie by Peter and Connie Roop. Teacher introduces graphic organizer and does a “think aloud” as she uses text evidence to support the claim that Abbie was a good citizen. Teacher plays Brainpop.com’s Ben Franklin video clip. Teacher and students discuss and write on the whiteboard what evidence there is from the video to indicate whether or not Ben Franklin was a good citizen. Students are given the “Benjamin Franklin” reading passage from Reading Connection book, text evidence graphic organizer #1 and a buddy. Together they use the graphic organizer to support the claim that Ben Franklin was/was not a good citizen using text evidence from the video and passage. Teacher assists as needed.  **Day Two:** Students share with another partner group when finished.  Students are given a reading passage on their independent level about a person. Students independently complete the text evidence graphic organizer making a claim about that person or topic and finding the text evidence to support the claim. | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice   X Independent | **Writing**  **Standards:** W.3.2. - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **a.** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  b. Develop the topic with facts, definitions, and details  **I Can Statement(s):** I can write informative text.  **Instructional Plan:**  **Day One:** Teacher uses the graphic organizer from “Abbie” to model writing a paragraph with the text evidence with emphasis on putting the ideas on paper in an organized form.  **Day Two:** Students will use their graphic organizer to write a paragraph explaining whether or not they think their person is/was a good citizen.TW circulate to help students include text evidence and use the graphic organizer appropriately. | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice   X Independent | **Word Study**  **Standards:** L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening  **I Can Statement(s):** I can identify nouns.  **Instructional Plan:**  **Day Two**: TW define what a noun is (person, place, thing). TW post paragraph written and modeled yesterday and as a class find the nouns that are included in the paragraph and discuss how these are nouns and what they do in the sentence  (Modeled/Shared/Guided Practice review of nouns on Aug. 27th) Students will use their own writing to make a list of nouns that they used. They will share with someone else. | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Speaking & Listening**  **Standards: SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  **a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **c.**  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  **d.** Explain their own ideas and understanding in light of the discussion.  **I Can Statement(s):** I can express my ideas clearly and listen to others respectfully.  **Instructional Plan**:  **Day One:** Teacher explains/models rules/procedures for presentations/group discussions. Teacher monitors group discussions.  **Day Two:** Students will read their papers aloud in small groups and answer questions that may arise. Other students in the group will practice being a good audience and responding to what has been read in a positive format | | | | |
| **Closing/Summarizing Strategy** | W.3.10 Students will write in their journals about what they have learned about using text evidence to answer questions. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students who need extension work can use the classroom computers to further research their person.  Students can help other students to reteach skills needed to accomplish task | | Students who need SI will receive lower level reading passages and more teacher assistance. Students will watch another talk through the process themselves. | | | As students begin to plan oral or written responses, their language proficiency levels should be taken into account in order to modify the assignment as needed. Based on the CAN DO Descriptors, expectations for ELLs may be as follows:  A level 1 (entering) student might only be expected to draw a picture and label it.  A level 2 (beginning) student may be able to write a few sentences using **sentence frames** as supports. (See below sentence frames resources.) |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): The assessments will be the students graphic organizers, paragraphs, lists of nouns, small group presentations, including answering questions, and their journal entries.** | | | | | |
| **Teacher Reflection:** (Next steps?) ***Math****—Could follow up with Ben Franklin’s Magic Squares.* | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*